

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF FRANKLIN,

FOR THE

SCHOOL YEAR 1873-76.

FRANKLIN, MASS:

PRINTED BY STEWART & HASKELL, FRANKLIN, MASS.

1876.



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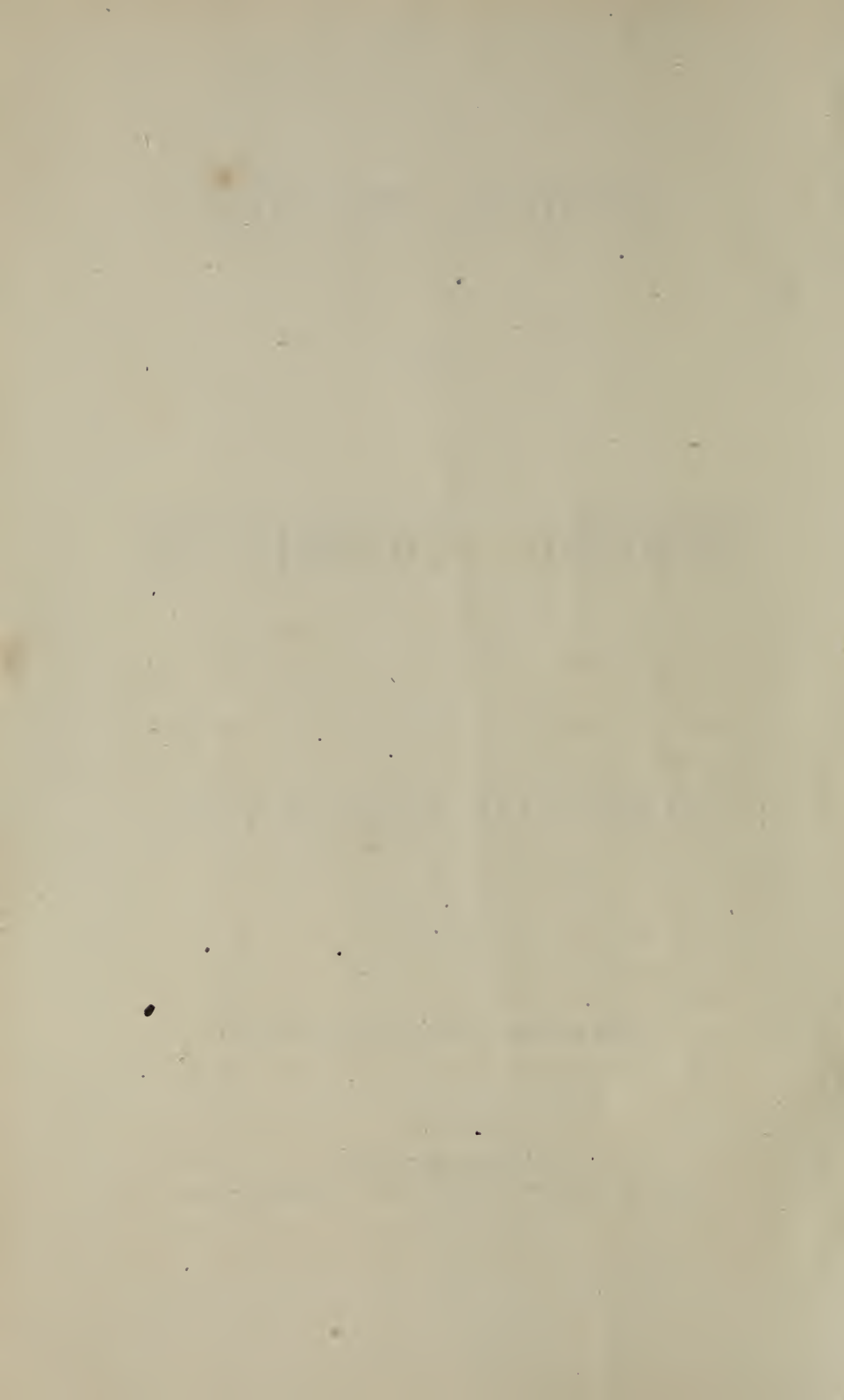
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REPORT.

We present the following statistical and financial report of our schools during the past year :—

Number of scholars in town on the first day of May, 1875, between 5 and 15 years, 579. Whole number that attended school during the year, 585. Average attendance at school everyday 422.

The High School had three terms of 40 weeks in all. The first term was taught by Thomas Curley. Length of school, 80 days. Whole number of scholars, 33; average attendance, 29. Wages per month, 100. The second and third terms were taught by Mary A. Bryant. Length of second term, 68 days; third term, 62 days. Whole number of scholars each term, 35; average attendance, 32. Wages of teacher per month, \$110. Total cost, \$1143.14. Cost per scholar, \$33.30. Tuition received, \$56. Nett cost, \$1087.14.

The Grammar School had three terms. The first term was taught by Emma M. Lunt. Whole number of scholars, 31; average attendance, 28 68-100. Length of School, 69 1-2 days. Wages of teacher per month, 50. Second term, teacher, Hattie E. Coombs. Whole number of scholars, 28; average attendance, 23. Length

of school, 60 days. Wages per month, \$40. The third term was taught by Juliette D. Stanley. Whole number of scholars, 23; average attendance, 20 13-100. Length of school, 60 days. Wages of teacher, \$40 per month. Total cost of school, \$496.39. Cost per scholar, \$18.16.

The Sub-Grammar School had three terms. The first was taught by Ida M. Daniels. Whole number of scholars, 40; average attendance, 32 11-55. Length of school, 55 days. Wages per month, \$40. The second and third terms were taught by Mary A. Holbrook. Whole number of scholars second term, 37; average attendance, 29. Length of school, 60 days. Whole number of scholars third term, 34; average attendance, 28. Length of school, 60 days. Wages per month, \$40. Total cost of school, \$419.74. Cost per scholar, \$11.34.

The Intermediate School had three terms. The first and second were taught by Marietta B. Hawes. Length of each term, 60 days. The whole number of scholars first term, 46; average attendance, 42. Second term, whole number of scholars, 47; average attendance, 43. Wages of teacher per month, \$40. The third term was taught by Effie A. Dunbar. Whole number of scholars, 47; average attendance, 39. Length of school, 60 days. Wages per month, \$40. Total cost of school, \$431.80. Cost per scholar, \$9.25.

Primary No. 1 had three terms. The first and second were taught by Anna Bean. Whole number of scholars first term, 49; average attendance, 37 77-100. Length of school, 60 days. Second term, whole number of scholars, 51; average attendance, 43 6-100. Length of school, 60 days. Third term, teacher, Agnes S. Jones. Length of school, 60 days. Whole number of scholars, 40; average attendance, 33 73-100. Teachers' wages per month, \$36. Total cost of school, \$383.70. Cost per scholar, \$8.

No. 2 Primary has had three terms, all taught by Annie Harrold. Whole number of scholars, first term, 45; average attendance 35 7-10. Second term, whole number of scholars, 55; average attendance, 40 93-100. Third term, whole number of scholars, 52;

average attendance, 41 1-10. Length of each term, 60 days. Wages per month, \$36. Total cost of school, \$395.80. Cost per scholar, \$7.81.

Primary No. 3 had three terms. The first was taught by Ella G. Daniels. Whole number of scholars, 48; average attendance, 34 1-2. Length of school, 56 days. The second term was taught by Matilda E. Pond. Whole number of scholars, 31; average attendance, 21 2-10. Length of school, 60 days. The third term was taught by Anna Bean. Whole number of scholars, 52; average attendance, 44 21-100. Length of school, 60 days. Wages of teachers per month, \$36. Total cost of school, \$395.20. Cost per scholar, \$9.05.

School No. 4 had three terms. First was taught by Lizzie G. Swain. Whole number of scholars, 25; average attendance, 10 17-113. Length of school, 59 days. The second by Effie A. Dunbar. Whole number of scholars, 19; average attendance, 14 27-38. Length of school, 57 days. Third term by Carrie Howard. Whole number of scholars, 21; average attendance 18 77-106. Length of school, 53 days. Wages of teachers per month, \$36. Total cost of school, \$346.75. Cost per scholar, \$16.04.

No. 6 had three terms, taught by Millard H. Nason. First term, whole number of scholars, 47; average attendance, 39 76-100. Length of school, 60 days. Second term, whole number of scholars, 46; average attendance, 41 89-100. Length of school, 55 days. Third term, whole number of scholars, 46; average attendance, 38 82-100. Length of school, 50 days. Wages per month, \$40. Total cost, \$391.63. Cost per scholar, \$8.46.

No. 7 had three terms. The first and second terms were taught by Jessie C. Ballou. First term, whole number of scholars, 44; average attendance, 27 1-9. Length of school, 58 1-2 days. Second term, whole number of scholars, 45; average attendance, 37 51-110. Length of school, 55 days. The third term was taught by J. Herbert Baker. Whole number of scholars, 49; average at-

tendance, 33 2-11. Length of school, 55 days. Wages per month, \$36. Total cost of school, \$386.99. Cost per scholar, \$8.41.

School No. 8 had three terms. The first term was taught by Anna R. Hayward, Principal, and Agnes S. Jones, Assistant. Whole number of scholars, 56; average attendance, 45. Length of term, 60 days. The second term was taught by Anna R. Hayward, Principal, and Lula Hosie, Assistant. Whole number of scholars, 64; average attendance, 53. Length of school, 55 days. The third term was taught by Belle Smith, Principal, and Lula Hosie, Assistant. Length of school, 60 days. Whole number of scholars, 56; average attendance, 44. Wages of teachers per month, Principal, \$40, Assistant, \$28. Total per month, \$68. Total cost of school, \$702.25. Cost per scholar, \$11.97.

No. 9 had three terms, taught by Carrie L. Warren. Whole number of scholars first term, 33; average attendance, 28 3-20. Length of school, 60 days. Second term, whole number of scholars, 38; average attendance, 34 81-100. Length of term, 55 days. Third term, whole number of scholars, 34; average attendance, 29 11-15. Length of term, 60 days. Wages per month, \$36. Total cost, \$353.35. Cost per scholar, \$10.09.

Nos. 2 and 10 consolidated had three terms. First term taught by Lula Hosie. Whole number of scholars, 11; average attendance, 8 15-53. Length of term, 53 days. Wages per month, \$30. The second term taught by Agnes S. Jones. Whole number of scholars, 23; average attendance, 20 1-4. Length of school, 50 days. Wages of teacher per month, \$32. Third term taught by Alma J. Heaton and Eliza J. Briggs. Whole number of scholars, 26; average attendance, 23. Length of term, 50 days. Wages per month, \$56. Total cost of school, \$371.10. Cost per scholar, \$18.55.

HIGH SCHOOL ACCOUNT FOR 1875-76.

1875.

Dr.

| | | |
|---------|--|--------|
| May 3, | J. H. Davidson's bill for sawing wood, | \$2 00 |
| June 7, | Heaton & Stebbins' bill for coal, | 21 00 |

| | | |
|-------------------------------|--|-----------------|
| June 12, | A. J. Fitzpatrick's bill for five cords pine wood, | 25 00 |
| " " | " " " " " " oak " | 35 00 |
| July 2, | Thomas Curley's bill for teaching 3 1-2 months, | 350 00 |
| " 6, | Elbridge J. Whitaker's bill for care of room, | 7 00 |
| " 6, | James C. Sloan's bill for sawing 4 cords wood, | 10 00 |
| Aug. 7, | R. H. Davidson's bill for sawing 5 cords wood, | 10 00 |
| Sept. 6, | " " " housing 6 cords wood, | 3 00 |
| " 6, | Mary Moran's bill for cleaning house—self and boy—63 hours at 25 cts. per hour, | 15 75 |
| Nov. 1, | Heaton & Stebbins' bill for coal, 5 tons, | 50 00 |
| " 18, | L. & F. Metcalf's bill for 8 barrels shavings, | 1 20 |
| " 24, | Mary A. Bryant's bill for teaching 3 1-10 mos, at \$110 per month, | 341 00 |
| " 24, | Nathan Burr's bill for care of room 13 weeks, | 6 50 |
| 1876. | | |
| Jan. 10, | Alvin D. Pond's bill for 1 load of kindlings, | 2 00 |
| Feb. 7, | Heaton & Stebbins' bill for 5 tons coal, | 50 00 |
| March 9, | Mary A. Bryant's bill for teaching 3 2-5 mos., at \$110 per mo., | 374 00 |
| " 9, | Nathan Burr's bill for care of room, | 8 40 |
| Amount, | | <hr/> \$1311 85 |
| Cr. | | |
| By 3-4 Fuel bill, | | 168 71 |
| By Tuition, Norfolk scholars, | | 56 00 |
| Nett cost of High School, | | <hr/> \$1087 14 |

GRAMMAR SCHOOL ACCOUNT FOR 1875-76.

| | | |
|----------|--|----------|
| July 2, | Emma M. Lunt's bill for teaching 3 19-40 mos., at \$50 per month, | \$173 75 |
| " 2, | Charles F. Nye's bill for care of room, | 5 60 |
| Nov. 19, | Hattie E. Coombs' bill for teaching 3 mos., at \$40 per month, | 120 00 |
| " 24, | Nathan Burr's bill for care of room, | 4 80 |

| | | |
|----------|---|----------------|
| Feb. 28, | Juliette D. Stanley's bill for teaching 3 mos., at \$40 per month, | 120 00 |
| " 28, | Nathan Burr's bill for care of room, To 1-4 of fuel used in the building during the year, | 6 00 56 24 |
| | Cost of school, | <hr/> \$496 39 |

SUB-GRAMMAR SCHOOL ACCOUNT FOR 1875-76.

| | | |
|-----------|--|----------------|
| May 8, | Thomas Haggerty's bill for care of room 3 weeks, | \$1 50 |
| June 19, | Ida M. Daniels' bill for care of room 8 weeks, | 3 20 |
| " 19, | " " " " teaching 2 3-4 months, | 110 00 |
| Sept. 24, | " " " " " 1 month, | 40 00 |
| Nov. 19, | Mary A. Holbrook's bill for teaching 2 months, | 80 00 |
| " 24, | Nathan Burr's bill for care of room 12 weeks. | 4 80 |
| Feb. 25, | Mary A. Holbrook's bill for teaching 2 19-20 months, | 118 00 |
| " 25, | Nathan Burr's bill for care of room, To 1-4 of fuel for building during the year, | 6 00 56 24 |
| | Cost of school, | <hr/> \$419 74 |

INTERMEDIATE SCHOOL ACCOUNT FOR 1875-76.

| | | |
|----------|--|--------|
| June 19, | Patrick Lennon's bill for care of room, | \$4 80 |
| " 24, | Marietta B. Hawes' bill for teaching 3 mos., | 120 00 |
| Nov. 20, | " " " " 3 " | 120 00 |
| " 24, | Nathan Burr's bill for care of room, | 4 80 |
| Jan. 8, | Effie A. Dunbar's bill for teaching 1 mo., | 40 00 |
| Feb. 26, | " " " " 2 " | 80 00 |

| | | |
|----------|---|----------|
| Feb. 26, | Nathan Burr's bill for care of room, | 6 00 |
| | To 1-4 of fuel used in the building during the year, | 56 24 |
| | | <hr/> |
| | Cost of school. | \$431 80 |

ACCOUNT WITH PRIMARY SCHOOL NO. 1 FOR 1875-76.

| | | |
|----------|---|----------|
| June 7, | M. W. Fisher's bill for mdse., | \$1 20 |
| " 12, | A. J. Fitzpatrick's bill for 2 cords pine wood, | 10 00 |
| " 12, | " " " 3 " oak " | 21 00 |
| " 25, | Anna Bean's bill for teaching 3 mos., | 108 00 |
| July 6, | R. H. Davidson's bill for sawing 2 cords wood, | 5 00 |
| | " " " housing 3 cords, | 1 50 |
| Aug. 6, | Walter I. Blake's bill for care of house, | 4 00 |
| Nov. 24, | Anna Bean's bill for teaching 3 mos., | 108 00 |
| Dec. 4, | Walter I. Blake's bill for care of house, | 4 00 |
| Jan. 27, | John W. Nickerson's bill for sawing 4 cords wood, | 7 00 |
| Mar. 2, | Agnes S. Jones' bill for teaching 3 mos., | 108 00 |
| | Henry Bemis' bill for care of house, | 6 00 |
| | | <hr/> |
| | Cost of school, | \$383 70 |

ACCOUNT WITH PRIMARY SCHOOL NO. 2 FOR 1875-76.

| | | |
|----------|--|---------|
| June 12, | A. J. Fitzpatrick's bill for 3 cords pine wood, | \$15 00 |
| " 12, | " " " " 4 " oak " | 28 00 |
| " 25, | Annie Harrold's bill for teaching 3 months, | 108 00 |
| " 28, | Allie E. Clifford's bill for care of house, | 4 80 |
| July 6, | R. H. Davidson's bill for sawing 2 cords of wood, | 5 00 |
| Nov. 24, | Allie E. Clifford's bill for care of room and shav- ings, | 5 00 |
| " 27, | Annie Harrold's bill for teaching 3 months, | 108 00 |

| | | |
|----------|--|----------------|
| Jan. 3, | R. H. Davidson's bill for cutting wood, | 1 00 |
| Feb. 8, | " " " sawing 2 cords pine wood, | 3 00 |
| | R. H. Davidson's bill for sawing 2 cords oak wood, | 4 00 |
| March 2, | Annie Harrold's bill for teaching 3 months, | 108 00 |
| | George Leonard's bill for care of house, | 6 00 |
| | Cost of school, | <hr/> \$395 80 |

ACCOUNT WITH PRIMARY SCHOOL NO. 3 FOR
1875-76.

| | | |
|----------|--|----------------|
| June 7, | Heaton & Stebbins' bill for coal, | \$10 00 |
| " 12, | A. J. Fitzpatrick's bill for 2 cords pine wood, | 10 00 |
| " 25, | George E. Stewart's bill for care of house, | 4 00 |
| " 28, | Ella G. Daniels' bill for teaching 2 4-5 months, | 100 80 |
| July 6, | R. H. Davidson's bill for sawing 2 cords wood, | 5 50 |
| Nov. 1, | Heaton & Stebbins' bill for coal, | 32 80 |
| " 18, | L. & F. Metcalf's bill for 2 barrels shavings, | 30 |
| " 18, | Matilda E. Pond's bill for teaching, | 107 00 |
| " 18, | Nathan Burr's bill for care of house, | 4 80 |
| Feb. 8, | R. H. Davidson's bill for sawing 2 cords wood, | 5 50 |
| March 1, | Anna Bean's bill for teaching 3 months, | 108 00 |
| | Nathan Burr's bill for care of house, | 6 00 |
| | Cost of school, | <hr/> \$395 20 |

ACCOUNT WITH SCHOOL NO. 4 FOR 1875-76.

| | | |
|----------|---|---------|
| June 12, | A. J. Fitzpatrick's bill for 3 cords oak wood, | \$21 00 |
| " 25, | Lizzie G. Swain's bill for teaching 2 19-20 months, | 106 20 |
| " 28, | Freddie Field's bill for care of house, | 3 00 |

| | | |
|-----------------|---|----------------|
| July 23, | C. M. Howard's bill for sawing 3 cords wood, | 6 00 |
| Nov. 10, | " " " 1 cord pine wood, | 4 50 |
| " " | " " " sawing same, | 2 00 |
| " 24, | Effie A. Dunbar's bill for teaching 2 17-20 months, | 102 60 |
| " 24, | John D. Mann's bill for care of house, | 2 75 |
| Feb. 19, | Carrie Howard's bill for teaching 2 13-20 mos., | 95 40 |
| " 25, | Freddie Field's bill for care of house, | 3 30 |
| Cost of school, | | <hr/> \$346 45 |

ACCOUNT WITH SCHOOL NO. 6 FOR 1875-76.

| | | |
|-----------------|---|----------------|
| June 12, | A. J. Fitzpatrick's bill for 3 cords pine wood, | \$15 00 |
| " " | " " " 4 " oak " | 28 00 |
| " 19, | E. H. Bullard's bill for 1 cord oak wood, | 7 50 |
| July 1, | Millard H. Nason's bill for teaching 3 mos., | 108 00 |
| Aug. 24, | Wm. A. Bartlett's bill for sawing 19 ft. pine, 24 ft. oak wood, | 11 93 |
| Oct. 12, | Paul Gurney's bill for care of house, | 3 20 |
| Nov. 23, | Millard H. Nason's bill for teaching 2 31-40 months, | 111 00 |
| " 30, | George Ford's bill for care of house, | 3 00 |
| March 4, | Millard H. Nason's bill for teaching 2 1-2 mos., | 110 00 |
| " " | Herbert E. Bartlett's bill for care of house, | 4 00 |
| Cost of school, | | <hr/> \$391 63 |

ACCOUNT WITH SCHOOL NO. 7 FOR 1875-76.

| | | |
|----------|--|--------|
| May 7, | Leonard Brown's bill for sawing 2 1-2 cords wood, | \$6 25 |
| June 19, | E. M. Bullard's bill for 1 cord oak wood, | 7 50 |
| " 19, | Jessie C. Ballou's bill for teaching 2 37-40 mos., | 105 30 |
| July 6, | Ada A. Pond's bill for care of house, | 3 00 |
| Oct. 4, | A. J. Fitzpatrick's bill for 4 cords and 6 ft. wood, | 31 25 |

| | | |
|-----------------|--|----------------|
| Nov. 19, | Jessie C. Ballou's bill for teaching 2 3-4 months, | 99 00 |
| " 19, | Leonard Brown's bill for sawing 4 3-4 cords wood, | 11 37 |
| " 19, | Jane Ray's bill for care of house, | 3 25 |
| Feb. 21, | J. H. Baker's bill for teaching 2 3-4 months, | 99 00 |
| " 21, | Jane Ray and John Clarey's bill for care of house, | 4 07 |
| | Jane Ray's bill for wood and shavings, | 2 00 |
| Cost of school, | | <hr/> \$386 99 |

ACCOUNT WITH SCHOOL NO. 8 FOR 1875-76.

| | | |
|-----------------|--|----------------|
| May 3, | J. H. Davidson's bill for sawing 1 cord wood, | \$2 50 |
| June 12, | J. A. Fitzpatrick's bill for 3 cords pine and 4 of oak wood, | 43 00 |
| " 19, | Anna R. Hayward's bill for teaching 3 months, | 120 00 |
| | Agnes S. Jones' bill for teaching 3 months, | 84 00 |
| " 28, | Daniel Buckley's bill for care of house, | 4 80 |
| | R. H. Davidson's bill for sawing 2 cords wood, | 4 50 |
| Nov. 19, | Anna R. Hayward's bill for teaching 2 3-4 mos., | 110 00 |
| " 19, | Lula F. Hosie's bill for teaching 2 3-4 months, | 77 00 |
| Dec. 9, | A. J. Fitzpatrick's bill for 1 1-2 cords wood, | 7 50 |
| Jan. 3, | R. H. Davidson's bill for sawing 1 1-2 cords wood, | 3 00 |
| " 27, | Thomas A. Dailey's bill for sawing 2 cords wood, | 4 00 |
| | Connie Fitzgerald's bill for care of house 2 3-4 months, | 4 40 |
| Feb. 7, | A. J. Fitzpatrick's bill for 1 1-2 cord pine wood, | 7 50 |
| " 7, | Warren A. Bright's bill for 1 cord each of pine and oak wood, | 11 50 |
| | John W. Nickerson's bill for sawing 5 cords wood, | 9 25 |
| | Connie Fitzgerald's bill for care of house 10 3-5 weeks, | 5 30 |
| " 26, | Lula F. Hosie's bill for teaching 3 months, | 84 00 |
| | Belle Smith's bill for teaching 3 months, | 120 00 |
| Cost of school, | | <hr/> \$702 25 |

ACCOUNT WITH SCHOOL NO. 9 FOR 1875-76.

| | | | |
|-----------------|-----|---|----------------|
| May | 8, | Peter Adams' bill for 2 1-2 cords wood, | \$15 00 |
| June | 28, | Clara L. Warren's bill for teaching 3 months, | 108 00 |
| July | 23, | Hawes & Moses' bill for 10 1-2 ft. pine wood, | 5 25 |
| Oct. | 14, | Elmer Wadsworth's bill for care of house, | 3 00 |
| Nov. | 1, | John Sullivan's bill for sawing 3 3-4 cords, | 8 75 |
| " | 22, | Clara L. Warren's bill for teaching 2 3-4 mos., | 99 00 |
| " | 22, | Elmer Wadsworth's bill for care of house, 2 3-4 months, | 2 75 |
| Feb. | 24, | Clara L. Warren's bill for teaching 3 mos., | 108 00 |
| " | 24, | Geo. O. Miller's bill for care of house, | 3 60 |
| Cost of school. | | | <hr/> \$353 35 |

ACCOUNT WITH SCHOOL NO. 10 FOR 1875-76.

| | | | |
|-----------------------------|-----|--|-----------------|
| July | 2, | Lula F. Hosie's bill for teaching 1 month, | \$30 00 |
| " | 7, | Emma F. Round's bill for teaching 1 3-5 mos., | 48 00 |
| Sept. | 6, | Eugene Everett's bill for care of house 2 terms, | 4 85 |
| " | 17, | James Follensbee's bill for 3 cords wood, | 16 75 |
| " | " | " " " sawing same, | 7 50 |
| Oct. | 4, | Wm. Wilkinson's bill for sawing 2 cords wood, | 4 50 |
| Nov. | 1, | A. J. Gilmore's bill for 2 cords wood, | 12 00 |
| Dec. | 9, | A. J. Gilmore's bill for 1 1-2 cords wood and sawing same, | 12 00 |
| " | 24, | Agnes S. Jones' bill for teaching 2 9-10 mos., | 92 80 |
| Jan. | 4, | Lucy B. Greenwood's bill for care of house, | 3 00 |
| Feb. | 24, | Lottie L. Miller's bill for teaching 5 weeks, | 35 00 |
| " | 29, | Alma J. Heaton's bill for teaching 2 1-2 mos., | 70 00 |
| " | | Eugene Everett's bill for care of house, | 3 70 |
| Mar. | 4, | Eliza J. Briggs' bill for teaching 1 month, | 28 00 |
| " | | Wm. Wilkinson's bill for care of house, | 3 00 |
| Cost of school. | | | <hr/> \$371 10 |
| Total nett cost of schools, | | | <hr/> \$6161 88 |

MISCELLANEOUS ACCOUNT FOR 1875-76.

| | | | |
|-------|-----|---|--------|
| May | 3, | Dennis Sullivan's bill for cleaning out-houses, | \$6 00 |
| " | 8, | Geo. W. Wiggin's bill for acc't book for Com. | 2 00 |
| " | 8, | H. W. Corson's bill for 2 platforms and repairs, | 21 10 |
| " | 8, | Geo. O. Fuller's bill for 12 chairs, | 19 80 |
| | " | " " " repairing chairs, | 1 50 |
| June | 12, | Charles L. Stewart's bill for printing 200 bills, | 2 50 |
| Aug. | 4, | H. W. Corson's bill for fence around lot of Primary No. 3. | 78 00 |
| Sept. | 17, | John W. Nickerson's bill for labor on High School grounds. | 2 00 |
| " | 17, | H. W. Corson's bill for hanging blinds on High School building. | 72 00 |
| " | 23, | D. S. T. Hardy's bill for repairing 2 clocks, | 2 25 |
| Oct. | 4, | " " " " 2 " | 2 50 |
| " | 13, | E. C. Carrigan's bill for school furniture, | 38 40 |
| Nov. | 10, | Partridge & Corbin's bill for repairing school-houses, | 5 12 |
| " | 10, | Wm. B. Nolen's bill for chemicals for High School. | 6 48 |
| " | 10, | H. E. Briggs' bill for repairs on house at No. 10. | 8 00 |
| " | 19, | Connie Fitzgerald's bill for cleaning out-house. | 60 |
| " | 19, | Nathan Burr's bill for fitting 2 keys, | 10 |
| | " | " " " " carting 2 boxes to High School building, | 20 |
| " | 29, | Henry Bemis' bill for sundry repairs on school-house Primary No. 1. | 6 75 |
| " | 29, | T. G. Thain & Co's bill for school books and supplies, | 39 73 |
| Dec. | 9, | F. A. B. King's bill for repairs on school-houses, | 9 55 |
| | | Sabin Hubbard's bill for repairs on school-houses. | 12 50 |
| Jan. | 3, | Joseph T. Hutchinson's bill for glass and setting, | 2 25 |
| | | E. Waite's bill for felt for doors, | 3 80 |
| " | 27, | F. A. B. King's bill for case for High School, | 23 00 |
| | " | " " " " " repairs on houses, | 3 00 |

| | | |
|-------------------------------|---|----------------|
| Jan. 27, | Wm. B. Nolen's bill for 2 thermometers and chemicals, | 1 38 |
| " 31, | E. L. & O. F. Metcalf's bill for shavings and labor on school-houses, | 3 70 |
| " | D. C. Cotton's bill for supplies, | 36 13 |
| | Joseph Harrold's bill for repairing bucket, | 75 |
| | J. S. Hammett's bill for philosophical apparatus, | 64 00 |
| | Wm. Woodman's bill for setting 6 lights of glass, | 3 00 |
| | Jenks, Craig & Co's bill for supplies, | 12 56 |
| Total miscellaneous expenses. | | <hr/> \$490 65 |

REMARKS.

We enter upon the duties assigned us with no little hesitation as to what our remarks shall be. If we take up the topics in which you ought to be most deeply interested, we shall be forced in practice to adopt an ancient motto: "Line upon line." To refuse to do it would seem to be shrinking from duty. Therefore, however unpleasant it may be to us to dwell upon any deficiency or dereliction of duty in our neighbor, we shall touch upon such points as seem to us of the most vital importance to the future welfare and progress of our schools. We will say in the outset that we think we have reason to congratulate the town upon the general good success of our schools during the past year. That all has been accomplished that we had a right to expect, is not true. And it is well now, in the close of the year, to look over the past and see wherein we have failed—what we have done that ought not to have been done, and what we have left undone that ought to have been done, to have secured the greatest possible returns for the money expended. First, you have done fairly in raising money for the support of schools,—although but three towns in the County have raised so little per scholar as you have during the past year,—in which your children all have an equal interest, and of which you,

as a parent or guardian, have no legal or moral right to deprive them, except you give them an equivalent in mental and moral discipline through some other channel. But how stands the record of the past year in this direction? Is it worthy of a town that has a name to live? Of a town that has had the honor of raising up one of the best known educators in all the land—the birth-place and home of Horace Mann? Though it is said, “He being dead yet speaketh,” how slow we are to hear! Alas, over one third of all our scholars failed to hear and obey during the year. And who is to blame for all this loss of present opportunity unimproved? It may be the *giant* that stands in the way is, in one sense, triple-headed; at all events it is an evil hard to overcome. There can be no doubt that in most instances the parents and children are united in the evil, and when they combine in this direction the law of the Commonwealth requires the town’s committee to interpose, and, by the aid of proper officers, see to it that the children are compelled to come in and partake of the feast prepared for them. We feel that we have done all we can by way of argument, that we have plead till pleading was useless; and that we may in no sense be accessory to this growing evil in our schools, we propose to turn our attention to the remedies prescribed in the school laws of the State. That none may plead ignorance pertaining to their duties and ours, we copy a few extracts in relation thereto. See Chapter 41 of the Revised Statutes substituted for Sections 1 and 2:—

Every person having under his control a child between the ages of eight and fourteen years shall annually cause such child to attend some public day school in the city or town in which he resides at least twenty weeks, which time shall be divided into two terms, each of ten consecutive weeks, so far as the arrangement of school terms will allow; and for every neglect of such duty the party offending shall forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars.

SECT. 2. The Truant Officers and the School Committee of the several cities and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain the reasons, if any, therefor; and such Truant Officers, or any

of them, *shall*, when so directed by the School Committee, prosecute, in the name of the city or town, any person liable to the penalty provided for in the preceding section.

You will readily see that it is not left optional with us, but if we would do our duty according to the letter and spirit of the law we must be vigilant in ferreting out all cases of non-fulfilment of duty on the part of parents; and the truant officer has no alternative but to serve the process when solicited by us. If we have failed to do our duty the past year in this respect it was in the delusive hope that out of respect to the laws of the State, or the pleading of that higher and more sacred law, love for your children, you would see to it that they availed themselves of the school privileges you had set before them. We will only add on this point we will try and do our duty the coming year. Will you try to do yours? If so, we shall have but little need of the services of the truant officers.

There is another point quite intimately connected with the above, is that, truancy which has been practised by a few of our boys the past year. We would refer the parents of such children to the by-laws of the town on that subject, the penalty for which is more severe than for keeping your children from school under ordinary circumstances. Let us ponder the consequences of truancy both present and future, then we shall hear less complaint of the tyranny of teachers for demanding of parents a written excuse for the absence of their son or daughter. Parent, it is for your own as well as your child's protection that these excuses are required, not for any arbitrary purpose on the part of either committee or teacher. If you send a note requesting the teacher to excuse a child the teacher feels that all is right and safe in complying with your request. If your child is unexpectedly detained at home through sickness, or any other cause, how easy it is by a note to set the teacher's mind at rest and avert all suspicion from your child as being a truant. Please look at all the phases of this subject, then, we think, you will be ready to co-operate with the teacher in trying to allay any unnecessary friction that may arise between the

parent's wish or convenience and the teacher's action. In brief, study to co-operate with the teacher instead of presenting obstacles in the way, and the result will be good to your children and the school at large.

We also wish to call your attention to the condition of our school buildings and their need of repair. For the past two years the cost of repairs has been greatly in excess of former years, and if we practice economy the cost for the coming year must be still greater. While it is our duty to attend to all needed repairs of the schoolhouses, in the absence of any vote of the town, still where so much is to be done we would like your advice as to how much shall be done this year, and how much would be practical to leave over to another season. The burden of expense will arise from repainting our school buildings. On some of these houses delay in painting is damaging in a pecuniary sense as well as in the beauty and fitness of things. We ask your counsel not only as to how much shall be done, but when and how it shall be done. There is one other point to which we wish to call the attention of parents; that is, visiting our schools. Visit them, not as fault-finders, but as interested co-workers in one of the noblest efforts of the age. Go to inspire your children with renewed zeal and energy, to cheer and encourage your teacher in that labor which is to shed its influence for good or evil to a greater or less extent through all the coming ages. Your care, your presence, your sympathy and influence in this direction, if properly exercised, would be of untold value in promoting the progress and harmony of the school.

We have spoken of parents and their duties and now we turn our attention to the teachers' department, and though we may not report in detail wherein they personally have been successful or failed of success, still we hope to speak in such way and manner that they will be able to see aright wherein they have met our approbation and where they have failed to do so. There is little room to doubt but the first requisite necessary to a good school is good discipline or order. Without this, no school can come up to the demands of the time, for good behavior is one of the branches to be

taught in our common schools; and were it possible to obtain good results in other directions without it, even then one of the most essential elements of a good education would be wanting. But we do not believe that it is possible to obtain as favorable results in any given direction in a disorderly school, as it is in one where there is a time and place for everything, where the teacher's expressed wish or desire is the law of the schoolroom, where all is still and quiet save the animated recitation or the clear and lucid explanation by the teacher or some member of the class. Again, it gives a shock to the moral sensibilities of every lover of order and decency, who visits the school, because he knows that the teacher is giving a bend to the twig or young mind that will require much pruning and straightening by some more careful heart and skillful hand than his, before it can ever be said of the school, they are good scholars, or this is a model school. For the sake of personal ease, or the gaining of a good name from some over-indulgent parent, the teacher should never leave the work which justly belongs to him, to those who may come after him, for their natural work will be equal to their day, even if he does his in the proper time and place.

The question may arise in the teacher's mind how we would have him proceed, what course to take in order to accomplish all that we advise in discipline. As a general rule, we think it is safe and better for every well balanced mind to war in its own coat of mail, to call into action such principles of inspiration to love and respect the right as the teacher has at his command; or, this failing when used alone, invent some form of punishment that will blend in harmony with the idea that he is trying to elevate and not degrade the offender. But, first of all, let the teacher govern himself so that it shall be his own noble, cultivated mind, and not passion, that shall design and carry into execution the methods of school government. While we would leave much on this point to the teacher's own judgment, there are a few points on which young people are apt to fail, and even older ones are not inclined to learn wisdom; one of

which has been too prevalent in some of our schools the past winter. We have reference to the fault of talking too much in trying to enforce obedience in the schoolroom. When the teacher says anything to a scholar let it mean something, and let that thing be just what he says. Let him be careful what he promises or threatens to do for the next act of disobedience, but once promised fulfil; in brief, if he would be respected and have his word respected by his scholars, let him talk less and act more promptly.

Another evil which is quite too prevalent in many of the schools in town is the suspending of scholars from school for trivial offences. This form of punishment involves too much, to apply for any trivial misconduct. Nothing short of a grave offence or persistent continuation in lesser ones should induce the teacher to turn a thought to this last resort. Yet some of them, through fear of friends and love of quiet, have been induced to pursue the easy method of allowing scholars to choose between correction and suspension,—as though a disobedient scholar was a proper judge of the teacher's duty. The scholar chooses suspension. Then comes the just complaint of the parent,—his child has been sent home for a very small offence. He has done nothing worthy of such a punishment, and the committee are called to examine into the causes for expulsion. They find just cause for proper correction, but nothing that would warrant them in keeping the child out of school and he is permitted to go back; it may be on certain conditions, still, the scholar feels he has obtained a victory over the teacher, and his influence is very much lessened, not only over the scholar suspended but with the whole school. Nor does the influence for evil end here. Parents and committee feel there is a lack of sound judgment or second sober thought that should characterize one having the charge of a school. We believe if teachers would think candidly upon this subject in reference to their own influence over those under their charge, they will resort to this method of punishment only in extreme cases—in instances where they know the committee can conscientiously sustain their action. Then the dis-

grace of suspension will have a meaning that few will care to have rest on them—a bar from further privileges in the school except through the gate of penitence and the sacred promise of reform.

When on examination the teachers presented us with the result of progress made during the term, and we took a retrospect of the year and all its visible progress in all of our different schools, we were glad to feel that, as a whole, we could say to the town the labors of our teachers in good fruit will compare favorably with that of any preceding year during our acquaintance with the schools. Still, in closing our remarks we will make a few suggestions, to which we wish the teachers to pay particular attention. We ask them in all their teaching to be more thoroughly practical than in the past; to see to it that in arithmetic, the scholars not only understand the principles involved, but how, when and where to apply them in practical business life; to not rest satisfied because they theorize well, but let them demonstrate their practical knowledge by solving problems from the great figure-book of every day's business transactions in the world of trade and commerce; to be equally practical in all the studies they teach; then, though their pupils' study may not include so many pages, yet they will learn more of the real science of practical life and be better fitted to pursue their studies or leave them for business life.

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| G. W. WIGGIN, | } School Committee. |
| W. B. NOLEN, | |
| S. W. SQUIRE, | |

